



FEATURE

SONGS OF SUMMER

Meets National Core Arts Anchor Standards 5, 7, 9 and 10

OBJECTIVES

Develop and refine artistic work for presentation (*Pr5*)
Perceive and analyze artistic work (*Re7*)
Apply criteria to evaluate artistic work (*Re9*)
Synthesize and relate knowledge and personal experiences to make art (*Co10*)

MATERIALS

Music Alive! magazine (Vol.40 No.8)
Hear the Music Playlist
Computer or mobile device with internet access

START

Ask your students to read “Songs of Summer” on pages 10-13 before reviewing the words below. [This reinforces comprehension and vocabulary.]

CULTURE—the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.

REPETITION—the action of repeating something that has already been said or written.

LYRICS—the words of a song.

LIP-SYNCH—move the lips silently in synchronization with a recorded soundtrack.

SINGLE—the release of just one song, either part of a future album or not.

CHART—a weekly record of songs and their particular position in ranking based upon sales, streams, and downloads.

POPULARITY—liked, admired, or supported by many people.

FLUENCY—the ability to express oneself easily and articulately. Understanding the music.

ANTHEM—a rousing or uplifting song identified with a particular group, body, or cause.

FESTIVAL—an organized series of concerts, plays, or movies, typically one held annually in the same place.

SONG—a short poem or other set of words set to music or meant to be sung

HIT—a successful venture, especially a film, pop record, or song.

HOLIDAY—a day of festivity or recreation when no work is done.

SUMMER—the warmest season of the year, in the northern hemisphere from June to August and in the southern hemisphere from December to February.

DEVELOP

Ask students the following questions:

What types of subjects would be good for a summer song?
When did Billboard begin to track sales during the summer period?
What does Billboard classify as “summer?”
Why do you think repetition is an important characteristic to summer music?
Do you have any memories of a summer song you enjoyed? What about it gave the memory?
Name a few ways a summer song can go “viral.”
How was summer music different during the pandemic?
Why was live performance and festivals affected?

2. Listen to the selections in Hear the Music as a class.

What sounds can you identify?

What instruments do you hear?

How would you describe the structure of these songs?

How do they make you feel? Why?

Listen to the melody? What does the rhythm sound like?

Does the style of the music match the lyrics?

CLOSE

Have students or small groups pick a song from Hear the Music and tally how many times a word or phrase repeats. Compare between classmates/groups, creating a visual chart based upon results. Did the number of times the word or phrase was repeated have any effect as to whether you remembered the lyrics?

OR

Create a class project and create a song about summertime! Once the song is complete, put on a premiere for your school administrator.

ASSESS

Did the students read the article?

Did they answer the review questions?

Did they pay attention to the details of each song and select their own?